It is the primary responsibility of the Committee for Programs and Curricula (CPC) to ensure that the curriculum at Honolulu Community College, consistent with the College’s educational philosophy and mission, meets the needs of the student population and the community it serves. Specifically, the CPC is tasked with reviewing and evaluating proposals for curriculum actions including new course proposals, course and program modifications, activations or deactivations, and course deletions. The committee also acts as a clearinghouse for the sharing of ideas related to curriculum development and other curricular issues. Additionally, the committee also oversees the work of the Distance Education Review Board and the General Education/CTE General Education Boards.

A few changes were made to the existing membership structure of the CPC. The committee voted unanimously to add two more members to its existing structure. The Counseling Coordinator was added as a non-voting member, and the co-Chair for the newly formed CTE General Education committee was added as a voting member. At the end of the academic year, the committee recognized the redundancy of roles played by the Articulation/Matriculation officer and the Counseling Coordinator and unanimously voted to remove the former from the committee membership. The Assessment Specialist was also removed from the membership on the premise that requiring a person in this role to serve on the CPC is not critical to its effective functioning.

This academic year, the CPC Chair worked in conjunction with the General Education Board Chair and MIR to produce a Schedule of Deadlines for submitting curriculum actions to the General Education Board, the Division Curriculum Committees, and the CPC. Several members on the committee reported that this schedule was extremely useful in guiding proposals through the curriculum action process in a timely manner. Therefore, the CPC Chair will continue to work with the General Education Board Co-Chairs and the MIR to produce a schedule of deadlines for the next academic year.

During the 2013-2014 academic year, the committee approved 20 new course proposals. Many of these new course proposals were “I.O.U.’s” from work done over the summer by the Chancellor and her catalog production team to update the college catalog and ensure compliance with the recommendations of ACCJC. Several new courses were created in response to ACCJC’s requirement that General Education courses required for all Associate’s degrees be at the college/transfer level. CHEM 105C Cosmetic Chemistry and CHEM 105E Esthetician Chemistry were approved to replace CHEM 55; PHIL 109 Reasoning and Critical Thinking was approved to replace PHIL/HUM 50; PHYS 197E was approved to replace PHYS 56. The CPC also approved new “accelerated” course curriculum
actions for English and Math to reduce the amount of time required for students to complete Math and English requirements. ENG 100S Composition Supplement (formerly ENG 98L Lab for Accelerated ENG 100) was approved as a corequisite to accelerated ENG 100. ENG 100S along with ENG 100, combines instruction for ENG 60 and ENG 100 in an accelerated format designed to allow students to complete college English in a single semester. MATH 37 and MATH 100Q, the MyQuantway I & II series, was approved for non-STEM Liberal Arts majors placing in MATH 24 to complete their math proficiency in two semesters instead of three. Other new course offerings were approved in the AEC, AVIT, CMGT, ENG, HIST, JOUR, MUS disciplines, and three new experimental courses—AJ 197G (PCATT course specializing in TSA), AVIT 197A, AVIT 197B (flight simulator courses designed to cut costs for students)—were also approved.

A total of 191 course modification proposals and 45 program modification proposals were approved by the committee during the academic year. A number of program modifications were submitted to address the new General Education requirements for Career and Technical Associate degrees. The COSM program, for example, replaced SP 50 with FAMR 296 in order to meet the ACCJC recommendation that all General Education requirements for the Associate’s degree be numbered at the 100-level or higher. Programs making General Education related modifications included: AERO, APTR, AEC, ABRP, AMT, CARP, COSM, DISL, EIMT, FIRE, MARR, RAC, SMP, and WELD. Based on UH system mandate, programs (i.e., APTR, DISL, FT) also submitted curriculum actions to delete the Certificate of Completion. Many programs opted to replace the Certificate of Completion with another certificate: AMT (replaced with Certificate of Achievement), ECE (replaced with Certificate of Competence), HSER (replaced with Certificate of Competence). All actions were approved by the CPC. Lastly, the CMGT, FIRE, and MARR programs proposed Certificates of Achievement, which were subsequently approved by the CPC.

Various curriculum modifications were submitted to align course numbering, titles, and SLOs with that of UH Manoa or other system CCs. PHIL 211, PHIL 213 course titles were changed to be in line with UHM. BIOC 241 & 251 course numbering was changed to BIOC 141 & 151, respectively. PHIL 202 course numbering was changed to PHIL 102. SLOs for various ENG (i.e., ENG 8, 9, 18, 19, 21, 22, 60) and HIST courses (i.e., HIST 151, 152, 231, 232, 241, 281, 282) were modified to be in line with other UH system community colleges. SLO changes were agreed upon at system level meetings with participation by representatives from each of the CCs throughout the system.

Several other types of curriculum modifications were also approved by the CPC. Prerequisites were added to various courses in Cooperative Education where no prerequisites formerly existed. Various modifications were made to the CENT degree (i.e., A.S.) and certificates (i.e., Certificate of Completion replaced with Certificate of Achievement, Advanced Professional Certificate added) to assist with the seamless transfer of courses to UH West-Oahu for the B.A.S. degree. The Early Childhood Education alpha was modified from ECE to ECED. Changes in the numbering of 200-level ENG courses (from 209-280 to 201-296) triggered a need for housekeeping modifications to the prerequisites of various courses with the ENG 209-280 prerequisite.
The CPC also addressed the issue of clarifying the catalog verbiage on General Education for the A.A., A.S., A.A.S., and A.T.S. degrees. It was proposed that the proficiency statement for computational competence be made clearer. Therefore, the following language was proposed and approved by the committee: “Computational competence will be demonstrated by placement in Math 100 and completion of Math 100 or another approved course in the Quantitative or Symbolic Reasoning category” (for the A.A.); “Computational competence will be demonstrated by placement in Math 100 and completion of Math 100 or another approved course in the Quantitative or Logical Reasoning category” (for the A.S., A.A.S., A.T.S). It was also made clear that PHIL 110 could be taken without having completed Math 100. However, students would need to complete Math 100 in order to fulfill the proficiency requirement to obtain the Associate degree.

The issue of requiring a prerequisite of ENG 100 for all 200-level courses was also raised this year. This issue was entertained by the University College Division Curriculum Committee during their March 14 meeting. The general sentiment of the committee was that discipline faculty are best positioned to determine the writing and reading skill levels required to succeed in their course(s). Professional autonomy in making choices about courses in one’s own discipline should be respected. It was also pointed out that decisions about prerequisites should be based on data and assessment. Finally, a majority of UC-DCC members agreed that prerequisites should not be dictated by the DCC or CPC.

Volunteers for a system-wide curriculum management system known as Kuali Student Curriculum Management (KSCM) were solicited from the CPC this year. Kara Kam-Kalani, Alapaki Luke, and Jennifer Higa-King have participated in system-wide meetings to provide input into the programming of features into KSCM. The proposed launch date for KSCM is Fall 2015. It is expected that KSCM will be able to handle course-level curriculum modifications and new course proposals, but not program-level modifications and new course proposals. All campuses in the system will have the same version of KSCM, but each campus will have the ability, to some extent, to tailor the system to their unique curriculum process. System-wide meetings involving the development of KSCM will continue throughout the summer.